

The Influence of Transformational Leadership on the Quality of Education through Performance at Daarul Falah Islamic Boarding School Maluku

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Abstract. *Improving the quality of Islamic education in modern Islamic boarding schools requires strong integration between inspirational leadership styles and optimization of teacher performance (asatidz). This study aims to analyze and prove: (1) the influence of transformational leadership on the quality of education, (2) the influence of asatidz performance on the quality of education, and (3) the role of asatidz performance in moderating the influence of transformational leadership on the quality of education at the Daarul Falah Maluku Islamic Boarding School, Pulang Pisau Regency. This study uses a quantitative approach with an ex-post facto research type. The population in this study were all teachers/asatidz at the Daarul Falah Maluku Islamic Boarding School, totaling 96 people. Sampling was carried out using a total sampling technique (census) involving 96 respondents. Data collection used a Likert scale questionnaire (1-5) that had been tested for validity and reliability. The data analysis technique used was Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 4 software. The research results show that the vision and transformative style of Islamic boarding school leaders will have an optimal impact on achieving educational quality if supported by the high performance and dedication of the asatidz in the field. Managerial implications suggest the need to increase inspirational motivation from leaders as well as foster exemplary behavior and global language-based competencies for the asatidz.*

Keywords: *Asatidz Performance; Islamic Boarding School; PLS-SEM; Quality of Education; Transformational Leadership.*

1. Introduction

Education plays a crucial role in the process of human resource development. Improving the quality of education is a process that interacts with the process of improving the quality of human resources itself. In reality, at the national, provincial, district, and even school and Islamic boarding school levels, educational quality improvement is perceived as uneven. The elements of equitable quality improvement should include eight standards: content standards, process standards, teaching staff standards, education personnel standards, management standards, cost standards, facilities and infrastructure standards, graduate standards, and evaluation standards, achievement standards, and standardization improvement (Rusli, 2019).

Quality education will be able to produce good graduate output in accordance with the objectives of National Education No. 20 of 2003 Article 3 which states: National education aims to develop abilities and form the character and civilization of a dignified nation in order to enlighten the life of the nation, aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens.

Daarul Falah Islamic Boarding School, also known as PP Daarul Falah 2, is located in Gandang Village, Maluku District, Pulau Pisau Regency, Central Kalimantan. As a modern Islamic educational institution, this boarding school combines religious and general curricula to develop the character of its students. Although the boarding school-based learning system is designed to encourage independence, researchers found a gap between ideal expectations and actual conditions on the ground.

Table Ideal Standards and Factual Conditions of Educational Quality at Daarul Falah Maluku Islamic Boarding School for the 2025 – 2026 Academic Year.

Aspect	Ideal Standards / Expectations	Factual Conditions	Problem Analysis
Qualifications and Competencies of Educators	100%	85%	There is a non-linear ratio of teachers teaching general/religious content, which has an impact on the effectiveness of teaching and learning activities.
Availability of facilities and infrastructure	100%	75%	The capacity of the dormitory/computer lab facilities (for digital literacy) is not yet fully optimal for students.

Student learning completion and achievement	85%	65%	The academic achievement of students in general subjects at madrasah schools still requires improvement.
Ability to read yellow books/tahfidz	90%	70%	Students need more hours of intensive guidance to achieve the target of memorizing or understanding the book.
Participation of graduates in PTKIN	80%	60%	The interest or graduation rate of students who pass the selection for State Islamic Universities (SPAN-PTKIN) still needs to be encouraged.

Source: EMIS Kemenag (<https://emisgtk.kemenag.go.id/>)

The data above demonstrates a gap in the quality of teaching staff and the availability of supporting facilities. Although the system's management is in place, student grades and teacher qualifications remain below the expected quality targets. One factor that influences the quality of Islamic boarding schools is leadership. Quality education is the result of quality leadership. LeaderA quality Islamic boarding school is a professional one. Professional leadership is one that is able to manage and develop Islamic boarding schools comprehensively (thoroughly), therefore the leader has a very important and strategic role in realizing the vision, mission, and goals of Islamic boarding schools. Professional leaders in carrying out their duties are full of quality improvement strategies, so they can produce quality output and outcomes (Rohiat, 2018).

According to Robbins (2021), transformational leadership is a leadership style that can inspire followers to transcend their personal interests and has the ability to deeply influence their subordinates. To be able to realize quality education, one must be able to carry out leadership well, one of which is transformational leadership. The principal as a leader is a subject who must carry out leadership transformation by providing guidance, demands or suggestions to those he leads so that school goals are achieved. The application of transformational leadership patterns can support the realization of changes in the school system. The dimensions of Transformational Leadership according to Komariah and Triatna, (2020) propose four dimensions in the level of transformational leadership, including: (1) Idealized Influence or Charismatic, (2) Inspirational motivation or Inspirational, (3) Intellectual Stimulation or Intellectual Stimulation, (4) Individualized Consideration or Individual Sensitivity.

2. Research Methods

The approach used in this research is quantitative. Sugiyono (2019) defines quantitative methods as research methods based on the philosophy of positivism, used to study specific populations or samples. Meanwhile, Arikunto (2017: 27) states that research with a quantitative approach requires the use of numbers, from data collection, interpretation, and presentation of the results.

This research falls into the ex-post facto category. Sukardi (2018: 165) states that ex-post facto research is research in which the independent variable has already occurred when the researcher begins observing the dependent variable in a study. Ex-post facto research, or comparative causal research, means research in which the researcher attempts to determine the cause or reason for the existence of differences in behavior or status within a group of individuals. This study aims to determine the influence of transformational leadership on educational quality through performance at the Daarul Falah Maluku Islamic Boarding School in Pulau Pisau Regency.

3. Results and Discussion

3.1. Description of Respondent Characteristics

The following is a description of the characteristics of the respondents, namely asatidz at the Daarul Falah Maluku Islamic boarding school. Demographic data were obtained from questionnaires distributed face-to-face from June 4 to July 6, 2026, to 96 asatidz.

Table Characteristics Asatidz at the Daarul Falah Maluku Islamic Boarding School

Characteristics	Information	Frequency	Percentage
Age	20 – 25 years	19	19.8%
	26 – 35 years old	44	45.8%
	36 – 45 years old	22	22.9%
	46 – 55 years old	9	9.4%
	>55 years	2	2.1%
Gender	Man	65	67.7%

	Woman	31	32.3%
Education	High school or equivalent	14	14.6%
	Diploma (DI/DII/DIII/DIV)	6	6.3%
	Bachelor degree	68	70.8%
	Bachelor's Degree	8	8.3%
Years of service	<1 year	4	4.2%
	15 years	20	20.8%
	6 – 10 years	49	51.0%
	>10 years	23	24.0%
Total		96	100%

Based on Table above shows 45.5%Asatidz are aged 26 - 35 years, this indicates that most of the teaching staff at the Daarul Falah Maluku Islamic boarding school are in the productive age range, the asatidz generally have prime physical condition, a high level of adaptation to modern learning methods, and good emotional stability to guide the students. Gender characteristics show that as many as 67.7% of asatidz are male, this indicates that there is a dominance of male teaching staff at the Daarul Falah Maluku Islamic boarding school. The high number of ustaz shows a focus on character building and discipline of male students who usually require masculine figures.

Educational characteristics show that as many as 70.8%Asatidz with a bachelor's degree. This indicates that the majority of teaching staff have the formal academic qualifications required at bachelor's level, enabling them to methodologically transfer knowledge and manage education in a more structured manner that adheres to national standards. The characteristics of the work period show as much as 51%Asatidz with 6-10 years of service. This reflects that most of the asatidz at the Daarul Falah Maluku Islamic Boarding School have extensive teaching experience, making them accustomed to dealing with various student character types and possessing a good grasp of the material.

a. Variable Description

The variable descriptions in this study were conducted to provide a more in-depth overview of respondents' responses to each research variable. This presentation focuses on the

average (mean) score to identify the indicators with the highest and lowest performance for each variable. The following is a descriptive analysis.

b. Description of Transformational Leadership Variables

Table Description of Transformational Leadership Variables

Code	Indicator	STS	TS	CS	S	SS	Mean	Criteria
KT1	<i>Individualized Influence</i>	2	6	10	48	30	4.02	Tall
KT2	<i>Inspiration and Motivation</i>	1	7	13	54	21	3.91	Tall
KT3	<i>Intellectual Stimulation</i>	1	6	14	47	28	3.99	Tall
KT4	<i>Individualized consideration</i>	0	9	11	46	30	4.01	Tall
Average							3.98	Tall

Based on table Transformational leadership at the Daarul Falah Maluku Islamic Boarding School is classified as high with an average score of 3.98, indicating the level of respondent agreement with the questionnaire. Respondents' responses regarding individualized influence (mean 4.02) are the highest indicator, meaning that the Islamic boarding school leaders are perceived as being good role models in both words and actions for the students and asatidz. Furthermore, inspirational motivation (mean 3.91) is the lowest indicator in this variable, but the score is still in the high category. This means that the Islamic boarding school leaders are perceived as setting high and challenging standards for the asatidz to provide the best education for the students.

c. Description of Asatidz Performance Variables

Table Variable Description Performance

Code	Indicator	STS	TS	CS	S	SS	Mean	Criteria
KU1	Mastery of the material	0	8	10	53	25	3.99	Tall

KU2	Learning methods	0	9	4	51	32	4.10	Tall
KU3	Student evaluation	3	3	15	48	27	3.97	Tall
KU4	Morals and exemplary behavior	4	5	13	51	23	3.88	Tall
KU5	Presence	4	5	8	49	30	4.00	Tall
KU6	Emotional management	2	8	12	49	25	3.91	Tall
Average							3.98	Tall

Based on table The performance of the asatidz at the Daarul Falah Maluku Islamic Boarding School is classified as high with an average score of 3.98, which indicates the level of respondent agreement with the questionnaire. Respondents' responses related to learning methods (mean 4.10) is the highest indicator, meaning the teacher uses media and teaching materials that are interesting and relevant to current developments morals and exemplary behavior (mean 3.88), the lowest indicator in this variable, but the score remains in the high category. This means the asatidz always uses polite language and never uses harsh words or intimidation.

3.2. Description of Educational Quality Variables

Table Description of Education Quality Variables

Code	Indicator	STS	TS	CS	S	SS	Mean	Criteria
MP1	Graduate competencies	1	9	20	50	16	3.74	Tall
MP2	Quality of learning	2	6	8	50	30	4.04	Tall
MP3	Capacity of caregivers and teachers	2	5	12	55	22	3.94	Tall
MP4	Facilities and infrastructure	3	6	5	61	21	3.95	Tall

MP5	Islamic boarding school management	1	7	6	63	19	3.96	Tall
MP6	Islamic boarding school curriculum	0	7	11	59	19	3.94	Tall
Average							3.93	Tall

Based on table. The quality of education at the Daarul Falah Maluku Islamic Boarding School is classified as high with an average score of 3.93, which indicates the level of respondent agreement with the questionnaire. Respondents' responses related to quality of learning (mean 4.04) is the highest indicator, this means that the learning process at the Daarul Falah Maluku Islamic Boarding School actively involves students through various methods such as discussion, muhadatsah (language practice), and bathsul masa'il. Furthermore graduate competencies (mean 3.74), the lowest indicator in this variable, but the score remains in the high category. This means that graduates of the Daarul Falah Maluku Islamic boarding school are able to compete for higher education (at domestic or international universities).

3.3. Partial Least Squares Structural Equation Modeling (PLS-SEM) Analysis

a. Measurement Model Testing (Outer Model)

The outer model evaluation stage aims to assess the validity and reliability of the instrument. The magnitude of the correlation between each latent variable and its constituent indicators is presented in the following measurement model visualization.

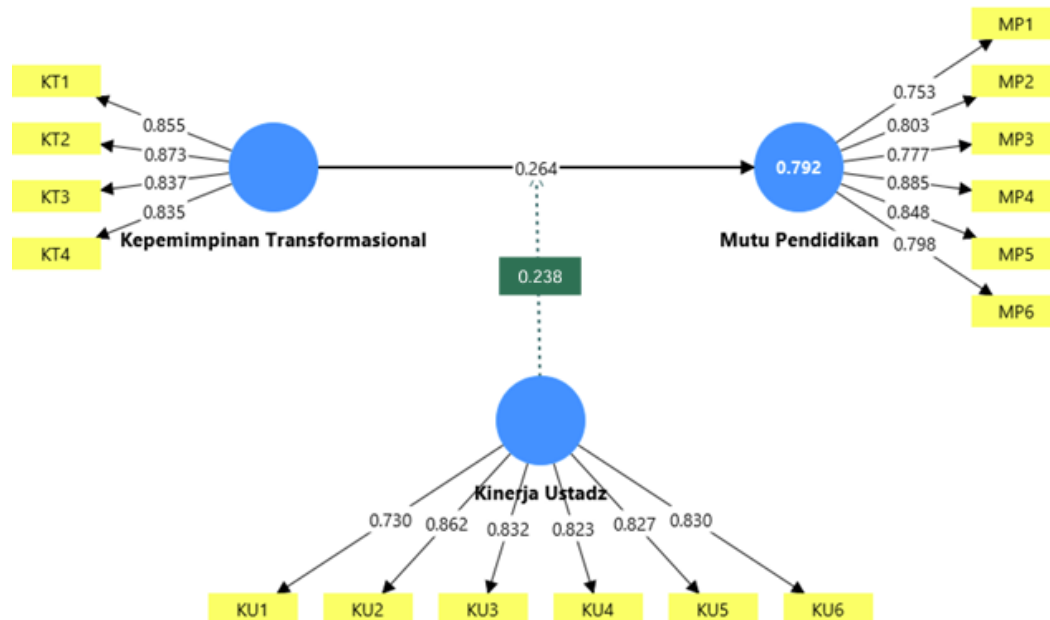


Figure Measurement Model

This evaluation was conducted to ensure that each indicator used was appropriate and met the criteria for valid and reliable measures in forming latent variables. Parameters tested in this outer model included loading factor values, Average Variance Extracted (AVE), cross-loading, Composite Reliability, and Cronbach's Alpha.

1. Loading Factor

An evaluation of the loading factor values was conducted to test the convergent validity of each indicator. An indicator is declared valid if it has a loading factor value >0.70 .

Table Loading Factor Evaluation

Variables	Indicator	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values
Transformational Leadership	KT1	0.855	0.852	0.032	26,336	0.000
	KT2	0.873	0.871	0.028	30,876	0.000
	KT3	0.837	0.835	0.037	22,843	0.000
	KT4	0.835	0.830	0.043	19,203	0.000

Variables	Indicator	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values
Performance	KU1	0.730	0.724	0.067	10,837	0.000
	KU2	0.862	0.859	0.034	25,312	0.000
	KU3	0.832	0.828	0.042	19,580	0.000
	KU4	0.823	0.818	0.051	16,189	0.000
	KU5	0.827	0.822	0.047	17,756	0.000
	KU6	0.830	0.824	0.043	19,195	0.000
Quality of Education	MP1	0.753	0.748	0.061	12,377	0.000
	MP2	0.803	0.797	0.056	14,448	0.000
	MP3	0.777	0.771	0.061	12,837	0.000
	MP4	0.885	0.883	0.033	26,476	0.000
	MP5	0.848	0.845	0.047	18,180	0.000
	MP6	0.798	0.794	0.057	15,279	0.000

Based on the data processing results, the loading factor values for all indicators in each variable have met the required value, namely above 0.70. This indicates that all indicators used in this study have met the requirements for convergent validity.

2. Average Variance Extracted (AVE)

Convergent validity testing in this study was also measured using the Average Variance Extracted (AVE) value. The requirement to meet the validity criteria is that the AVE value for each construct must be >0.50. The following are the results of the AVE calculation for each research variable.

Table Evaluation of Average Variance Extracted (AVE)

No	Variables	AVE	Information
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1	Transformational Leadership	0.723	Valid
2	Performance	0.670	Valid
3	Quality of Education	0.659	Valid

The test results revealed that all Average Variance Extracted (AVE) values for each research variable construct were above 0.50. This means that all indicators have adequate convergent and discriminant validity and can be trusted to measure the concepts studied.

3. Cross Loading

To meet the discriminant validity requirement, a cross-loading test was conducted to determine whether each indicator had the highest correlation with the construct (variable) it measured compared to other constructs. The following are the results of the cross-loading test in this study.

Table Cross Loading Evaluation

Indicator	Variables		
	Transformational Leadership	Performance	Quality of Education
KT1	0.855	0.768	0.726
KT2	0.873	0.744	0.738
KT3	0.837	0.693	0.682
KT4	0.835	0.670	0.622
KU1	0.607	0.730	0.562
KU2	0.775	0.862	0.818

Indicator	Variables		
	Transformational Leadership	Performance	Quality of Education
KU3	0.655	0.832	0.725
KU4	0.702	0.823	0.691
KU5	0.715	0.827	0.741
KU6	0.691	0.830	0.704
MP1	0.700	0.649	0.753
MP2	0.660	0.700	0.803
MP3	0.596	0.702	0.777
MP4	0.732	0.805	0.885
MP5	0.642	0.684	0.848
MP6	0.642	0.689	0.798

Based on Table, the cross-loading value of each indicator within its own construct is higher than that of the other constructs. This demonstrates that the indicators for transformational leadership, performance, and educational quality meet discriminant validity requirements, demonstrating accuracy and non-overlapping measurements of the variables.

4. Composite Reliability, and Cronbach's Alpha

Construct reliability evaluation is conducted by examining Composite Reliability and Cronbach's Alpha values. A construct is considered reliable if it meets Composite Reliability (>0.7) and Cronbach's Alpha (>0.60) standards.

Table Composite Reliability and Cronbach Alpha

Variables	Composite Reliability	Cronbach Alpha	Information
Transformational Leadership	0.876	0.872	Reliable
Performance	0.908	0.901	Reliable
Quality of Education	0.899	0.896	Reliable

Based on Table, it shows that all variables have met the reliability requirements with a Composite Reliability value above 0.70 and Cronbach's Alpha above 0.60. This means that all research constructs are reliable and have good indicator consistency.

5. Structural Model Testing (Inner Model)

Structural model testing (inner model) was conducted to determine the direction of influence and significance of the relationship between previously hypothesized variables. The following is a visualization of the structural model generated through data processing.

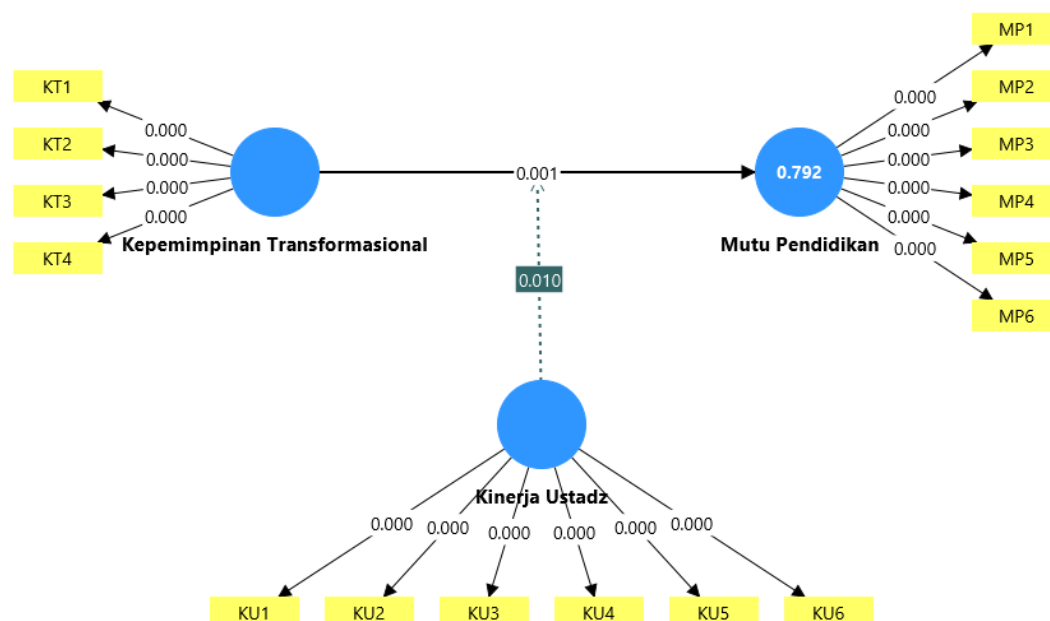


Figure Structural Model (Inner Model)

This test is conducted to see the causal relationship between latent variables, both exogenous and endogenous variables, as formulated in the research hypothesis by looking at the path coefficient value and the coefficient of determination (R^2), effect size (F^2) and goodness of fit.

a. Hypothesis Test (Path Coefficient)

Hypothesis testing in PLS-SEM aims to determine the significance of the influence between variables by examining the Path Coefficients, T-Statistics, and P-Values from bootstrapping results. A one-way hypothesis is accepted if the T-Statistics value is > 1.65 and the P-Values are < 0.05 .

Table Path Coefficient, T-Statistics, and P-Values

Path Coefficient	Original sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T statistics	P values
Transformational Leadership -> Quality of Education	0.264	0.260	0.088	3,003	0.001
Asatidz Performance -> Quality of Education	0.513	0.518	0.093	5,508	0.000
Asatidz Performance x Transformational Leadership -> Quality of Education	0.238	0.236	0.037	2,339	0.010

Based on Table, the results of testing the hypothesis show that:

- Transformational leadership has a significant positive influence on the quality of education (p-value $0.001 < 0.05$; T-statistic $3.003 > 1.65$; coefficient 0.264). This means that the better the implementation of transformational leadership, the higher the quality of education produced.
- Asatidz performance has a significant positive effect on the quality of education (p-value $0.000 < 0.05$; T-statistic $5.508 > 1.65$; coefficient 0.513). This means that the higher the performance of the asatidz, the higher the quality of education produced.
- The performance of the asatidz is able to moderate/strengthen the influence transformational leadership on the quality of education (p-value $0.010 < 0.05$; T-statistic

2.339 > 1.65; coefficient 0.238). This means that the better the performance of the asatidz, the stronger the impact of transformational leadership in improving the quality of education at the Daarul Falah Maluku Islamic Boarding School.

b. Coefficient of Determination (R^2)

To measure the model's ability to explain variation in the dependent variable, the Coefficient of Determination (R^2) analysis is used. This value indicates how much of the variation in the dependent variable can be explained by the regression model. The following are the results of the Coefficient of Determination (R^2) test.

Table R-Square Value

No	Variables	R-Squares	Adjusted R-Squares
1	Quality of Education	0.792	0.785

Based on the analysis, the R^2 value for the educational quality construct was 0.785. This means that 78.5% of the variation in work effectiveness can be explained by the teacher performance and transformational leadership variables. The remaining 21.5% is explained by other variables outside the research model.

1. Effect Size (F^2)

The F^2 value is used to evaluate the substantive impact of each exogenous variable on the endogenous variable. The influence categories of the F^2 value are classified into three, namely small influence ($f^2 \geq 0.02$), medium influence ($f^2 \geq 0.15$), and large influence ($f^2 \geq 0.35$).

Table Effect Size (F^2)

Variable Relationship	f^2 Squares	Substantive influence
Transformational Leadership -> Quality of Education	0.093	Small
Asatidz Performance -> Quality of Education	0.266	Enough

The results of the effect size test in Table show that transformational leadership has a relatively small substantive influence on educational quality (0.093). Meanwhile, the performance of asatidz has a relatively large substantive influence on educational quality (0.266).

2. Goodness of Fit

The Goodness of Fit test is used to validate the combined performance of the measurement model (outer model) and the structural model (inner model). The following are the results of the research model fit evaluation processed using the SmartPLS program.

Table Results of the Goodness of Fit Model Test

No	Structural Model	Cut-Off Value	Estimated	Information
1	SRMR	< 0.10	0.063	Fit
2	d_ULS	> 0.05	0.541	Fit
3	d_G	> 0.05	0.396	Fit
4	Chi-Square	>X2table (df = 93; X2table = 71.76034)	188,407	Fit
5	NFI	Approaching 1	0.845	Fit

The results of the PLS model goodness of fit test in the table above indicate an acceptable model fit. This result indicates that the model has a good level of fit with the data, meaning the proposed model accurately represents the relationships between variables in the data.

4. Conclusion

Based on the description and discussion in the previous chapters, several conclusions can be drawn as follows:

1. Transformational leadership has a significant positive influence on the quality of education. This means that the better the implementation of transformational leadership, the higher the quality of education produced.

2. Asatidz performance has a significant positive effect on the quality of education. This means that the higher the performance of the teacher, the higher the quality of education produced.
3. The performance of the asatidz is able to moderate/strengthen the influence transformational leadership on the quality of education. This means that the better the performance of the asatidz, the stronger the impact of transformational leadership in improving the quality of education at the Daarul Falah Maluku Islamic Boarding School.

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